GRCC College Action Project Update
Due to SLT Exec Council: August 1, 2013

Project Title: ILO Assessment
Champion Name: Katie Daniels

August 1 Update Questions

NOTE: All current CAP projects are scheduled to be completed by July, 2014.

The Champion’s responses should be direct and factual to provide a clear picture of its progress, accomplishments, and challenges.

1. Describe the past accomplishments and the current status of this Action Project since August of 2012. Describe any changes to your implementation plan that you have made this year.

The work of this CAP and associated updates are as listed below:

For programs that lead directly to a career, the expectation will be that every ILO be embedded and assessed in the program. Curriculum Mapping processes will be developed and embedded within curriculum development and evaluation processes to ensure balanced alignment with the ILOs.

Update: This work is dependent upon the completion of the identification of the ILO competencies, which is currently in progress. Curriculum mapping will need to occur in conjunction with the GRCC general education updates, program alignment to the GRCC Curriculum Model, as well as the alignment to the revised MACRAO standards. The timeline that is being developed for the implementation of the GRCC curriculum model will address the timeline for curriculum mapping and will be established by the end of August 2013.

WEAVEonline, a web-based assessment tracking platform will be implemented and used to warehouse the Program Learning Outcomes for each program and to keep track of the associations between the PLOs and ILOs for each program.

Update: Program Student Learning Outcomes and their association to the Institutional Learning Outcomes as well as documentation of assessment work is currently being added to WEAVEonline. This work is ongoing.

Identify a strategy to systematically associate the ILOs with general education curriculum to ensure that general education provides a foundation for the development of competency in the ILOs for all students.

Update: This work will occur upon the completion of the General Education Distribution Requirement committee work (when it is approved by AGC).

Implement Curriculog.

Update: The implementation process for Curriculog has begun. The goal is to have Curriculog fully implemented and discontinue the use of the CARP system by August 2014.
Competency statements that identify the knowledge, skills, and attitudes associated with each ILO will be developed in order to more precisely identify the expectations for student demonstration of competence through their work.

Update: As a part of our continued effort to engage in quality assessment of the GRCC Institutional Learning Outcomes (ILOs) we are engaging in a college-wide project to align competencies (specific knowledge, skills, and attitudes) with each. Individual competency statements will be aligned with one of the four ILOs. This will enable the measurement and assessment of the ILOs across programs and disciplines. It will also support curriculum development that purposefully includes these competencies within courses and programs. This work began with the identification of relevant competencies from the sources listed below. Competencies from additional sources may be added as they are identified. Three workshops were held and faculty prioritized the competencies from these sources in terms of what they felt were the knowledge, skills and attitudes associated with each ILO that should be embedded in all GRCC curricula.

Information Literacy Standards from the Association of College & Research Libraries- http://www.ala.org/acrl/standards/
Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

O*NET Knowledge, Skills, Abilities- http://www.onetcenter.org/overview.html
The O*NET program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. O*NET lists and describes occupations that are directly connected to academic programs from which students graduate, and the broad knowledge, skills, and abilities that are required them. Knowledge is organized sets of principles and facts that apply to a wide range of situations. Skills are developed capacities that facilitate learning and the performance of activities that occur across jobs. Abilities are enduring attributes of an individual that influence performance.

American Association of Colleges & Universities- Liberal Education and America’s Promise (LEAP)- The LEAP campaign is organized around a robust set of "Essential Learning Outcomes" (http://www.aacu.org/leap/documents/EssentialOutcomes_Chart.pdf) -- all of which are best developed by a contemporary liberal education. Described in College Learning for the New Global Century (http://www.aacu.org/leap/documents/GlobalCentury_final.pdf), these essential learning outcomes and a set of "Principles of Excellence" (http://www.aacu.org/leap/documents/PrinciplesExcellence_chart.pdf) provide a new framework to guide students' cumulative progress through college.

2. Describe the next steps for this Action Project for 2013-14
Be specific about the next critical steps planned to move the Action Project ahead for next year. In many cases you will need to assemble your team and develop a Work Plan that you all agree on. This plan should be detailed as to guide your team’s activities for the next year.
The work that is scheduled for the upcoming academic year is as follows:

Common rubrics for each ILO will be created for faculty to use when measuring the ILOs (if they choose to use them) at the course and program levels. These steps should help to address the issue of not having data from ILO assessment.

Implement common measurement instruments for ILO assessment (common rubrics).

Develop a standardized report format that allows faculty and staff to quickly draw inferences about the key questions associated with Student Learning Assessment.

Develop questions to help guide analysis of student learning data.

Work with IRP to create a standard report template that shows longitudinal changes in student learning.

3. **What challenges, if any, are you facing regarding this Action Project?**
   This is an opportunity to get constructive, actionable feedback, advice, and help from the SLT Executive Team. In your response, specify blocks, gaps, sticking points, or problems.

   There are currently no issues or concerns associated with this work.

4. **What are the measures (data) you are using to document success of your project? How are you performing on those measures?**

   The process measures for this cap are listed below. The Curriculum Office is currently reviewing all submitted assessment projects from the 2012-2013 academic year. This review will reflect the extent to which the data is specifically being collected about student learning in the ILOs.

   **ILO Process Measures**

<table>
<thead>
<tr>
<th>Process Indicator</th>
<th>2012-2013</th>
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<tr>
<td>% of academic programs with ILOs associated with the PLOs</td>
<td>91%</td>
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<tr>
<td>% academic programs leading to a career with documentation of the association of all four of the ILOs with the Program Learning Outcomes (PLOs)</td>
<td>55%</td>
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<tr>
<td>% of academic courses with documentation of the association of at least one ILO with a Course Learning Outcome</td>
<td>61%</td>
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<tr>
<td>% of programs that collect, report and analyze ILO student learning data as a part of an assessment project each year</td>
<td>NA-will begin data collection with implementation of ILO competencies/common assessment instruments</td>
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<tr>
<td>% of programs that implement improvement action plans around an ILO each year</td>
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The outcome measure for ILOs is: % of academic programs which demonstrate increased student learning in one of the ILOs. We do not yet have data for this outcome measure.

5. *Do you anticipate that this CAP will NOT be completed by July, 2014? If yes, please discuss those components which you anticipate not being completed.*

We do anticipate that this CAP will be completed by July 2014. By that date the basic infrastructure and processes for ILO assessment will be complete and the work of ILO assessment should be integrated within the basic monitoring of the assessment of student learning processes and outcomes across the institution.

6. *From your perspective as a CAP Champion, how could the strategic planning process be improved?*

I would like to see more integration of the CAP monitoring reports and the Teaching & Learning Quality reporting and monitoring.